

<b>LEA or Charter Name</b>	Moore County Schools	<b>Number:</b>	630
<b>School Name</b>	Robbins Elementary School	<b>Number:</b>	348
<b>School Address:</b>	268 Rushwood Road Robbins, NC 27325		
<b>Plan Year(s):</b>	2015-2016		
<b>Date prepared:</b>	August 27, 2015		
<b>Principal Signature:</b>			
<b>Local Board Approval Signature:</b>			Date
			Date

### School Improvement Team Membership

*From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."*

<b>Committee Position*</b>	<b>Name</b>	<b>Committee Position*</b>	<b>Name</b>
Principal	Kim Bullard	Assistant Principal	Carla Neal
2nd/3rd grade teacher rep./ SIT	Judy Oerke	4th/5th Teacher rep./ SIT secretary	Rachael Ray
PreK- Second Grade Teacher rep	Holli Curry	Instructional Assistant Rep.	Vicky McLeod
Specialist rep.	Kim McQueen	Intervention teacher rep.	Patricia Richardson
ESL rep.	Sherrill Morrison	Parent rep.	Mayra Ramirez
Instructional Coach	Amy Hayes	Parent rep.	Luci Prazeres Salazar
		Parent rep.	Shawn Welch

**School Vision:**

We are committed to profound learning that enhances the quality of life for each individual.

**School Mission:**

Our mission is to nurture and create responsible student citizens capable of life long learning in a diverse and changing world.



## School Improvement Plan

**School:** Robbins Elementary School

**Principal:** Kim Bullard

<p><b>State Board of Education Goal:</b>          Goal 1: X          Goal 2:          Goal 3:          Goal 4:          Goal 5:</p>
---

<b>Pathway:</b>	<b>Critical Element:</b>	<b>Current Growth Stage:</b>
X Learning Culture	Alignment to Standards	X Beginning Advancing Progressing Excelling
Community Leadership		

**What data provides evidence of current growth stage?**

EOG 2014-15

3rd - Level 3, 4 or 5- 19.0% proficient

4th - Level 3, 4, or 5- 15.5% proficient

5th - Level 3, 4, or 5- 28.3% proficient

For the 2014-15 our school performed at 20.5% proficient as measured by EOG in grades three -five- not meeting AMO target of 53.9%. Incremental targets will be set that align to meet the 2017-18 target of 71.3%: 2015-16 target of 45% proficiency, 16-17 target of 58.1% proficiency and 2017-18 target of 71.3%.

**Annual Objective:**

By June 2016, Math proficiency in grades 3,4 and 5 will increase as measured by End of Grade test to 45% proficiency on AMO for the subgroup all students.

**Mid Year Target:**

Math proficiency on quarterly benchmark assessments provided by the county will show that 50% of our students are performing at or above mastery as compared to the rest of the county.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Administrative team will monitor the implementation of grade level teachers spending at least 60 minutes per day on math instruction and provide feedback. Instruction will be framed by the 8 mathematical practices.	All certified staff	State Standard - Math  PLC  Professional Development - 8 Mathematical Practices  Professional Development  SIOP framework	Principal  Assistant Principal  Instructional Coaches	Schedule  Adm. Observations - Formal and Informal  Lesson Plans  Data  Formative and Summative Assessments	Weekly	June 8, 2016	
Administrative team will monitor the implementation of professional development that will occur on a regular and consistent basis throughout the school year to maximize mathematics instruction and student growth and provide feedback.	All certified staff	MCS Math Pacing Engage NY  State Standards - Math  PLC  MCS Instructional Support Matrix-Mathematics  SIOP training	Principal  Assistant Principal  Instructional Coach  K-5 Teachers  Reader Interventionist  ESL Teachers	Calendar Agendas Notes/Minutes  Lesson Plans  Formative and Summative Data	Weekly	June 8, 2016	

<p>Administrative team will monitor the implementation of SIOp model strategies into daily lesson design by teachers and provide feedback.</p>	<p>All staff</p>	<p>Professional Development</p>	<p>Principal Assistant Principal Certified Teachers Instructional Assistants</p>	<p>Schedule of PD Agenda of PD Lesson Plans Formative and Summative Assessments</p>	<p>Weekly</p>	<p>June 8, 2016</p>	
--	------------------	---------------------------------	--	---	---------------	---------------------	--



## School Improvement Plan

**School:** Robbins Elementary School

**Principal:** Kim Bullard

<b>State Board of Education Goal:</b> Goal 1: X Goal 2: Goal 3: Goal 4: Goal 5:
--

<b>Pathway:</b>	<b>Critical Element:</b>	<b>Current Growth Stage:</b>
X Learning Culture	Alignment to Standards	X Beginning Advancing Progressing Excelling
Community Leadership		

**What data provides evidence of current growth stage?**

mClass- BOY- 38.6% well below benchmark, 11.6% below benchmark 49.8% benchmark

Scholastic Reading Inventory (SRI) BOY 2015-16 grades 2-5 Advanced- 6% (18 students), Proficient- 20% (59 students), Basic- 32% (93 students), Below Basic-41% (118 students)

WIDA - World Class Instructional Design and Assessment- 23 students exited ESL services based on Spring 2015 test results

EOG 2014-15

3rd - Level 3, 4 or 5- 23.8 % proficiency

4th- Level 3, 4, or 5- 23.9 % proficiency

5th- Level 3, 4 or 5- 18.3% proficiency

For the 2014-15 our school performed at 22.3% proficient as measured by EOG in grades three -five- not meeting AMO target of 55.1%. Incremental targets will be set that align to meet the 2017-18 target of 71.9%: 2015-16 target of 40% proficiency, 16-17 target of 55% proficiency and 2017-18 target of 71.9%.

**Annual Objective:**

By June 2016, Reading proficiency will increase in grades 3,4 and 5 as measured by EOG tests to meet AMO targets of 40% proficiency for the subgroup all students.

**Mid Year Target:**

Reading proficiency on quarterly benchmark assessments, mclass data, SRI data and WIDA data will show at least 50% of our students performing at or above proficiency as measured by these assessments.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Administrative team will monitor the implementation of the 90 minute literacy block and 30 minute Writing block and provide feedback.	All certified staff	Reading Domains PLC Pacing Guides Professional Development SIOP framework	Principal Assistant Principal Instructional Coach K-5 Teachers Reading Interventionist ESL Teachers	Lesson Plans Schedule Formative and Summative Data	Weekly	June 8, 2016	

<p>Administrative team will monitor the implementation of Tier II and III students that receive reading intervention instruction each day and provide feedback.</p>	<p>All certified staff</p>	<p>Data Analysis PLC Student Support Team Pacing Guides PEPs MCS Instructional Support Matrix-Literacy LLI Reading Intervention Teachers Professional Development SIOP framework</p>	<p>Principal Assistant Principal Instructional Coach K-5 Teachers Reading Interventionist ESL Teachers</p>	<p>Administrative Observations - Formal and Informal Formative and Summative Data Schedule</p>	<p>Weekly</p>	<p>June 8, 2016</p>	
---	----------------------------	--	--	--	---------------	---------------------	--



<p>Administrative team will monitor the implementation of the literacy framework by incorporating literacy domains and strategies into lesson plans so that students are able to utilize a variety of literacy strategies that will ensure alignment to standards and provide feedback.</p>	<p>All certified staff</p>	<p>I can ...statements. PLC Pacing Guides Journeys Professional Development SIOP framework</p>	<p>Principal Assistant Principal Instructional Coach K-5 Teachers Reading Interventionist ESL Teachers</p>	<p>System 44 Read 180 Data  Formative and Summative Data  Lesson Plans</p>	<p>Weekly</p>	<p>June 8, 2016</p>	
<p>Administrative team will monitor the implementation of differentiated literacy assignments aligned with literacy skills with a focus on nonfiction text and provide feedback.</p>	<p>All certified staff</p>	<p>State Standards - Science and Social Studies PLC Pacing Guides Professional Development SIOP framework</p>	<p>Principal Assistant Principal Instructional Coach K-5 Teachers Reading Interventionist ESL Teachers</p>	<p>Lesson Plans  Literacy Assignments  PLC minutes/handouts  Formative and Summative Data</p>	<p>Weekly</p>	<p>June 8, 2016</p>	

<p>Administrative team will monitor the implementation of strategic interventions aligned with each student's specific needs based on mClass data and provide feedback.</p>	<p>All certified staff</p>	<p>Region 4 - DPI Literacy Specialist  PLC  mClass Item Level Advisor  Home Connect  LLI</p>	<p>Principal  Assistant Principal  Instructional Coach  K-5 Teachers  Reading Interventionist  ESL Teachers</p>	<p>System 44/Read 180 Data  Attendance Roster  Student Support Team  Lesson Plans  Formative and Summative Data</p>	<p>Weekly</p>	<p>June 8, 2016</p>	
<p>Administrative team will monitor the implementation of read to achieve and will track kindergarten through third grade students' reading progress so that reading proficiency will increase and provide feedback.</p>	<p>All certified staff</p>	<p>Region 4 - DPI Literacy Specialist  Beginning of Grade assessment for 3rd grade  mCLASS  MCS Instructional Support Matrix - Literacy  Professional Development</p>	<p>Principal  Assistant Principal  Instructional Coach  K-5 Teachers  Reading Interventionist  ESL Teachers</p>	<p>PEPs  Intervention Documentation  Student Support Team  mCLASS Progress Monitoring  SRI  www.fcrr.org  www.easycbm.org  Formative and Summative Data</p>	<p>Weekly</p>	<p>June 8, 2016</p>	



## School Improvement Plan

**School:** Robbins Elementary School

**Principal:** Kim Bullard

**State Board of Education Goal:**  
 Goal 1:  
 Goal 2:  
 Goal 3:  
 Goal 4:  
 Goal 5: X

<b>Pathway:</b>	<b>Critical Element:</b>	<b>Current Growth Stage:</b>								
<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 50%;"><b>Learning</b></td> <td style="text-align: center; width: 50%;"><b>Community</b></td> </tr> <tr> <td style="text-align: center;"><b>X Culture</b></td> <td style="text-align: center;"><b>Leadership</b></td> </tr> </table>	<b>Learning</b>	<b>Community</b>	<b>X Culture</b>	<b>Leadership</b>	Emotional Safety	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 50%;"><b>X Beginning</b></td> <td style="text-align: center; width: 50%;"><b>Progressing</b></td> </tr> <tr> <td style="text-align: center;"><b>Advancing</b></td> <td style="text-align: center;"><b>Excelling</b></td> </tr> </table>	<b>X Beginning</b>	<b>Progressing</b>	<b>Advancing</b>	<b>Excelling</b>
<b>Learning</b>	<b>Community</b>									
<b>X Culture</b>	<b>Leadership</b>									
<b>X Beginning</b>	<b>Progressing</b>									
<b>Advancing</b>	<b>Excelling</b>									

**What data provides evidence of current growth stage?**

OCR (Office of Civil Rights) Data - Spring 2015 Staff responses  
 My school emphasizes using instructional materials that reflect the culture or ethnicity of its students.  
 2012-2013 responses- No- 9.3 % Yes- 90.7%  
 2013- 2014 responses- No- 26.23% Yes- 73.77%  
 Change- No- 16.93% Yes- -16.93%

Based on Teacher Working conditions survey (Spring 2014):

- Teachers are recognized as educational experts. 31% agree or strongly agree compared to MCS at 71% agree or strongly agree.
- Teachers are trusted to make sound professional decisions about instruction. 24% agree or strongly agree compared to MCS at 67% agree or strongly agree.
- Teachers are relied upon to make decisions about educational issues. 22% agree or strongly agree compared to MCS at 67% agree or strongly agree.

**Annual Objective:**

Increase the percentage of minority students in the gifted program, Language Academy and positive behavior systems, through the use of supports and interventions, to a level that is equivalent to the percentage of minority students in the general enrollment (65%) by the end of the 2015-16 school year.

**Mid Year Target:**

Gather mid-year data on number of students that have been formally identified for the AIG program and that have been successful with goals in PBIS and compare this data to ensure that it is reflective of the equivalency to the percentage of minority students in the general enrollment.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Administrative team will continue to utilize the results of the OCR data, TWC survey and other surveys to protect emotional safety and promote a healthy environment and provide feedback.	All Certified Staff	Surveys	Principal Assistant Principal	Administrative Observations Formal and Informal  Surveys  OCR Data  Attendance Data (Employee)	Monthly	June 8, 2016	
Administrative team will monitor the implementation of guidelines/ protocols to guide PLC discussions and provide feedback.	All Certified Staff	Protocols for PLC's  Professional Development	Principal Assistant Principal	Protocols  Minutes from meetings	weekly	June 8, 2016	
Administrative team will monitor the implementation of SIOP strategies into classroom instruction and provide feedback.	All Certified Staff  All Instructional Assistants	SIOP training	Principal  Assistant Principal	PD agendas  PD sign in sheets  Lesson Plans	Monthly	June 8, 2016	

Administrative team will monitor the implementation of the Language Academy in Kindergarten to enhance the educational opportunities for students in both English and Spanish and provide feedback.	Kindergarten Cohort	VIF	Principal	Administrative Observations  Lesson Plans  Benchmark/mclass data	Monthly	June 8, 2016	
Administrative team will monitor the implementation of a PBIS plan that staff and students will follow based on staffs' input and expectations and provide feedback.	All staff	PBIS training	Counselor	PBIS Matrix  Copy of PBIS celebrations	every 9 weeks	June 8, 2016	



## School Improvement Plan

**School:** Robbins Elementary School

**Principal:** Kim Bullard

**State Board of Education Goal:**

- Goal 1:
- Goal 2:
- Goal 3:
- Goal 4:
- Goal 5:

<b>Pathway:</b>	<b>Critical Element:</b>	<b>Current Growth Stage:</b>								
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Learning</td> <td style="width: 50%;">Community</td> </tr> <tr> <td>Culture</td> <td>Leadership</td> </tr> </table>	Learning	Community	Culture	Leadership		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Beginning</td> <td style="width: 50%;">Progressing</td> </tr> <tr> <td>Advancing</td> <td>Excelling</td> </tr> </table>	Beginning	Progressing	Advancing	Excelling
Learning	Community									
Culture	Leadership									
Beginning	Progressing									
Advancing	Excelling									

**What data provides evidence of current growth stage?**

**Annual Objective:**

**Mid Year Target:**

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed